The Leys Primary and Nursery School   Long term Plan 2023-2024   Year: 4

Values	Inclusivity	Respect	Empathy	Determination	Aspiration	Empowerment
The Leys' learning pathways	EYFS Explore familiar and unfamiliar roles and experiences. KS1 Explore new experiences with confidence. LKS2 Explore the world around me, increasing my knowledge and understanding. UKS2 Explore and challenge my learning in order to promote	EYFS Communicate in a two way conversation. KS1 Communicate my thoughts and feelings in a calm, verbal way LKS2 Communicate verbally, confidently and in writing with increased clarity. UKS2 Communicate clearly and confidently both verbally and in writing.	EYFS Understand my feelings and respond to the feelings of others. KS1 Understand how my actions impact others. LKS2 Understand how my actions affect myself and others around me. UKS2 Understand my strengths and areas for development within our school community.	EYFS Solve problems independently with resilience. KS1 Solve problems independently with resilience in friendships and academics. LKS2 Solve problems regarding school life independently with resilience and seek support openly UKS2 Solve a wide range of problems across the curriculum, both	EYFS Care for myself, others and the world around me. KS1 Care for myself, others and the wider environment. LKS2 Care for myself, others and the wider world. UKS2 Care and understand how to promote the physical and mental well-being	

	independence and resilience.			independently and collectively as a team.	of myself and others and the world we live in.
Global Goals	1. No poverty 2. Zero hunger 3. Good health and well-being 4. Quality education	5. Gender equality 6. Clean water & sanitation 7. Affordable and clean energy 8. Decent work and economic growth	9. Industry, infrastructure and innovation 10. Reduced inequalities 11. Sustainable cities and communities	12. Responsible consumption and production 13. Climate action 14. Life below water 15. Life on land	16. Peace, justice, and strong institutions 17. Participation for the goals
SMSC/British Values	**Social Moral Spiritual Cultural Education** **Spiritual** - Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect. **Moral** - Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views. **Social** - Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance. **Cultural** - Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity. British Values Education ● Democracy ● The rule of Law ● Individual Liberty ● Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith				

	AUTUMN		SPRING		SUMMER	
School Events • Theme days • Charity events • Community events	Music Week: The Power of Music (4/9-8/9) Class Author Week: Why are we named after this author? (11/9-15/9) National Poetry Day (performance poetry) 5/10/23	STEAM week: STEM-Building our Future- 06/11-10/11) Feel Good Week: (13/11-17/11) Enterprise Day: How can we be creative to raise money for our school at Christmas? (1/12) Take One Book - The Snow Dragon- Abi Aphinstone (December)	Just Talk Day- 05/01/24 Internet Safety Week: Want to Talk about it? (wb 5/2/24)	World Book Day: How have books changed the world? (07/03) STEAM week: Time 08/03-15/03 Easter Poetry - wb 18/3 (world poetry day- 21/03)	KS2 SATs w/c 13/05 W/C- 13/05- TAKE ONE Book - The Secrets of Black Rock	STEAM week: Ocean Art (Wb: 20/5 - 24/5) Careers Month June: What is my dream job? International Food Fair- 08/07 Olympics/Paris- W/C 08. 07
Charity Events	Harvest (Church)	Poppy Appeal 6-10/11/23 Children in Need 17/11/23 Christmas Jumper Day (15/12)		Red nose day TBC		
FOL Events	Disco (13/10) Non uniform day	KS1/Reception Movie Night- (10/11)	Non Uniform Day- 16/02	Non Uniform Day - 28/3		Summer Fair (14/06)

	(19/10)	Enterprise Day (1/12) Refreshments at Nativities (Dec) Junior Performances- 18/12	Disco- 9/02			
Pupil Parliament	Cabinet vote (KS2) - w/c 11/9/23 Session 1 (15/9/23) 11am		Session 2 (19/1/24)		Session 3 (19/4/24)	
Class trip/visitor		Verulamium 03/11				Wymondley 3/7-5/7
TOPIC **Big Question**	<u>Romans</u> What was the impact of Roman settlement in Britain?		<u>City Scapes - Anglo Saxons and the Scots</u> Why is it important to have sustainable cities and communities?		<u>Crazy Cartography and the Vikings</u> Why is it important to have peace, justice and strong institutions in the world?	
Global Goals	1, 5, 9, 10, 11	1, 3, 5, 9, 10, 11	3	3	3, 5	4,5
Diversity Awareness	Linus Torvalds, Laura Carlin, Shaun Tan	Feel good week Children in Need	Dan Bricklin, Paul Cezanne,	Peter Claesz, Annie Atkins	Walt Disney (early career), Anthony Gormley, Yinka Shonibare, James Dyson	Internal food Paris Olympics
PERSONAL, SOCIAL, HEALTH and ECONOMIC education	**Keeping/staying safe** Cycle safety **A world without judgement**	**Growing and changing** Appropriate touch	**Computer safety** Online bullying	**The working world** Chores at home	**Keeping/staying healthy** Healthy living **First aid** Asthma and	**Feelings and emotions** Jealousy **Being responsible** Coming home on

	Breaking down barriers				anaphylactic shock	time

	AUTUMN		SPRING		SUMMER	
ENGLISH	**Text: Float** Fiction **Key Skills:** Fronted adverbials Extended noun phrases Using pronouns and proper nouns Speech Marks **Sentence Stacking:** Text type Narrative Story writing based on Float. **Independant Write:** Story writing	**Text: The River** Poetry **Key Skills:** Metaphor Rhyme Personification Precise Verb **Sentence Stacking:** Text type Poetry Writing poetry based on the poem The River. **Independant Write:** Write a poem about a local river	**Text: Feeding animals national parks** Non-Fiction **Key Skills:** Verb inflections (tense) Noun phrases Fronted adverbials Paragraphs **Sentence Stacking:** Text Type Discussion text Writing a balanced argument about keeping animals in zoos. **Independant Write:** Balanced Argument	**Text: The Ironman** Fiction **Key Skills:** Expanded noun phrases Similes Onomatopoeia Brackets **Sentence Stacking:** Text Type Narrative Story writing based on Ironman **Independant Write:** Continuation of the plot	**Text: Arther and the Golden Rope** Fiction **Key Skills:** Time adverbs Repetition of verbs Similes Senses **Sentence Stacking:** Text Type Narrative writing based on Arthur and the Golden Rope **Independant Write:** Create a new quest (story writing)	**Text: Nikola Tesla** Non-Fiction **Key Skills:** Standard English Expanded noun phrases Fronted adverbials **Sentence Stacking:** Text Type Biography How to write a fact file about a famous inventor. **Independant Write:** Fact File about Alan Turing
MATHEMATICS	Place Value Addition and Subtraction	Area Multiplication & Division	Multiplication & Division Measurement - Length and perimeter	Fractions Decimals	Decimals Measurement - Time Measurement - Money	Geometry - shape Statistics Geometry - position and direction

SCIENCE	States of matter	Animals including humans	Living things and their habitats	Sound	Electricity
	compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	Describe the simple functions of the basic parts of the digestive system in humans	Recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. recognise that environments can change and that this can sometimes pose dangers to living things. construct and interpret a variety of food chains, identifying producers, predators and prey.	Identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases.	Identify common appliances that run on electricity ·construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. ·recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and

						associate metals with being good conductors. predict whether two magnets will attract or repel each other, depending on which poles are facing.
COMPUTING	**Coding** create a flowchart that shows the decisions and actions a computer can take in a programme that I am designing. Use If/Else commands, Repeat commands, Timer commands and Variables to have a computer respond to input and decide for itself what the output should be. Decompose a real life situation into steps	**Online safety** React to phishing emails in the right way (using simulation). Explain why installing apps and downloading files can be dangerous. Put facts that I have found online into my own words and leave signs in my work to show when I have found information online.	**Spreadsheets** Create spreadsheets that use formulae to calculate. Activate standard formatting such as currency formatting, decimal formatting or fraction formatting in some cells on the spreadsheet. Generate line graphs from existing data in a spreadsheet.	**Writing for different audiences** Change the size and style of the text being typed. Understand when it is appropriate to use certain fonts and styles.	**Logo** Write algorithms that will operate in Logo. Write algorithms in Logo that use the repeat command to create shapes. **Animation** Create computer generated animations using existing pre-prepared pictures. Add sound effects to animations. Set an animation against a	**Effective searching** Search using keywords instead of typing out a whole question. Find clues that show whether information on a website is probably true or not **Hardware investigations** Know the names of the different parts that make up a computer.

	and abstract away unnecessary details to plan a simulation.				background. Create a stop-motion animation film	Know the functions of different parts that make up a computer.

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HISTORY	Romans 1.Locate the Roman period on a timeline 2.Understand some of the reasons the Roman Invasion was a success. 3.To know that sources about Boudicca contradict each other and to compare these. 4.Learn about life in Roman Britain, including entertainment, food and every-day existence. 5,Research Roman Gods and Goddesses 6.Learn about and create Roman pottery and jewellery.		Anglo-Saxons 1. Anglo-Saxon village life 7. Artefacts and daily life 8. King Alfred the Great 9. Crime and punishment (trends over time)	Vikings 1.Who were the Vikings? 2. Longships 5. Homelife 6. Danegeld 9. End of the Vikings 10. Chronology of Romans, Anglos, Vikings
GEOGRAPHY	**Somewhere to Settle** explain what a settlement is; identify important features of a settlement site; list the things settlers need from a settlement site; explain that settlements have been built at different times in	**Water** Explain how to change a solid into a liquid. Describe how to turn a liquid into a gas. Explain where the processes of evaporation and condensation are involved in the water cycle. Explain that the water cycle keeps going. Use the words condensation and	**All Around the world** Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Use the eight points of a compass, 4 and 6 figure grid references, symbols and key (including OS maps) to build knowledge of UK and wider world	**What's it like in Whitby?** identify similarities and differences in locations of Whitby and their school; describe the landscape around Whitby; give some similarities and differences between the landscape near Whitby and where they live; identify the way land is used from a digital map; explain the difference between human geography and physical geography; find information about travel options using a given website; find information about accommodation using a given website; find information about tourist

	history; list different types of land use; identify land use using a digital map; use a key to identify transport links on maps; use an atlas to find a route between two places; draw a map of a settlement; create a key for a map.	precipitation to explain why it rains. Use the words evaporation and condensation to explain why clouds form. Explain some of the steps involved in cleaning water. Suggest ways to remove dirt from water. Explain what causes flooding.			destinations using a given website; identify similarities and differences between the physical geography of Whitby and that of where they live. Use maps, atlases, globes, digital/computer mapping to locate countries and describe features studied.	
ART and DESIGN	Storytelling Through Drawing Focus: Drawing		Exploring Still Life Focus:Colour and Making		Art of Display Focus: Making	
DESIGN and TECHNOLOGY	Structures- shell structures Project - gift box - possibly for enterprise day.		Food technology Project- Bread		Electrical systems- simple programming and controlling Project- torch	
MUSIC						
RELIGIOUS EDUCATION	Buddhism Life of Buddha Is it possible for everyone to be happy?	Christianity Christmas What is the most significant part of the Christmas story for Christians today?	Judaism Passover How important is it for Jewish people to do what God asks them to do?	Christianity Easter Is forgiveness always possible for Christians?	Judaism Rites of Passage and Good Works What is the best way for a Jew to show commitment to God?	Buddhism Belief into Practice What is the best way for a Buddhist to lead a good life?

FRENCH	En Classe (In the classroom) Recall from memory a selection of nouns and indefinite articles for common classroom objects. Learn how to use the negative in French. Describe what we have and do not have in our pencil case. Respond to simple classroom commands. Phonics and Pronunciation lesson 1 and 2 Hearing and saying the sounds - ch, oi, ou and on, i, in, ique and ille		Les Animaux (animals) Name and recognise up to 10 animals in French. Attempt to spell some of these nouns with their correct indefinite article. Pretend that they are a particular animal using the 1st person singular of the verb être (je suis = I am).		Je me présente (presenting myself) To count to 20 in French. Ask somebody how they are feeling and give an appropriate response back. Ask somebody their age, name, where they live and reply.	
PE	Swimming Tag rugby	Swimming Basketball	Swimming Gymnastics	Swimming Dance - Romans	Swimming Yoga	Athletics Rounders